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THE ECONOMIC AND SOCIAL ADJUSTMENT
OF NINETEEN INDIVIDUALS WITH CEREBRAL PALSY
WHO ATTENDED THE INDUSTRIAL SCHOOL FOR CRIPPLED CHILDREN,
BOSTON, MASSACHUSETTS DURING THE PERIOD FROM
1926 TO 1946

A Thesis

Submitted by

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(A.B., Bates College, 1933)

In Partial Fulfillment of Requirements for
the Degree of Master of Science in Social Service
1948

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CHAPTER I

INTRODUCTION TO THE STUDY

The Industrial School for Crippled Children in Boston, Massachusetts, a free, privately-supported, day school, has been admitting increasing numbers of children with cerebral palsy in the past few years. Whereas in 1928 there were only twenty-two children with this diagnosis out of a total enrollment of 115, or 19.1 per cent, in 1948 forty-four of the 103 children attending, or 42.7 per cent, had cerebral palsy.

The primary purpose of the School is to equip the child to maintain himself in later life as an adult who will be able to earn his own living. The person who has cerebral palsy is not always able to achieve economic independence because of a multiplicity of handicaps, but he may be educated and trained so that he can lead a useful, satisfying life in other ways.

Authorities at the School are interested in finding out what adjustment these individuals are able to make to society generally, to determine whether the School is justified in continuing to accept so large a number of them in its enrollment. For this reason they have proposed that an examination be made of the present adjustment of cerebral palsied individuals who have attended the School in past years.

The purpose of this thesis is to present a study of the economic and social adjustment of a selected number of individuals with cerebral palsy who are former students of the

School. From the results of such study it is hoped that the following questions may be answered: Was it worthwhile to educate and train these persons in terms of the results achieved by them in serving some useful purpose in life, of their ability to support themselves fully or partially, or of making their personal lives more satisfying so that they are better-adjusted members of the society in which they live? To what degree have they been able to make an adjustment in the home and in the community? Are there any special factors which have contributed to the degree of adjustment achieved? It is recognized that there are other considerations which enter into a complete answer to the first of these questions, but the scope of this study does not include these.

In the fifty-four years that the School has been in existence, there have been approximately one hundred children with cerebral palsy enrolled, exclusive of those now in attendance. Time did not permit studying this number of cases and it was felt by the School authorities that a study of a smaller number would possibly furnish sufficient data from which to draw conclusions. It was found, also, that many of the students had attended for less than a year and it seemed doubtful that training for this length of time would have had material effect on their adjustment.

The superintendent of the School, who has served in this capacity for twenty-five years, and the medical director, who has been there for thirty-six years, selected the names of all

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pupils no longer in attendance who spent two years or more at the School during the twenty year period from 1926 to 1946. This decreased the number of prospective subjects for study to twenty-five. Of this number the writer was able to interview nineteen personally. The remaining individuals could not be located or did not wish to participate in the study.

It is understood that there are limitations in attempting to evaluate adjustment by a single interview. Adjustment involves the total personality and its inter-relationship with the environment, and includes all phases of the life and activities of the individual. It is self-evident that this could not be covered in an interview which lasted from one to two hours. However, an attempt was made to determine objective facts pertaining to employment history, social participation, and personal interests. Responsibilities assumed in the home, recreation and activities alone or with others, hobbies, personal interests, socialization with friends in the home and outside the home were used as criteria for estimating the degree of social adjustment. Information about the composition of the family and home relationships seemed essential because the home constitutes part of the social setting. Data about physical limitations at present as compared to the period when the individual was in the School, about education, vocational training, medical care, or physical therapy undertaken since leaving the School, and about the interest of social agencies was sought to help determine whether there were other factors

that might have had bearing on the adjustment achieved. From the individuals interviewed, subjective opinions were elicited on the values derived from the School program and the School experience, and are indicated as such in the case studies. The writer also noted any outstanding attitudes of the individual toward his handicap and present situation, and has included a statement of attitudes which seem significant.

In each case study the writer has estimated the present degree of disability which the individual possesses. This estimate is based on observations made during the interview, plus statements which the person has made about his physical condition. A slightly handicapped person is considered to be one who can walk without difficulty even though he may have a peculiar gait, and who can use both hands to perform all except fine tasks. The moderately handicapped person is considered to be one who walks awkwardly and with difficulty, whose manual dexterity is poor or who is unable to use one hand for any kind of work. A person is adjudged severely handicapped if he is unable to walk without apparatus or support, or falls down often, and if he has no controlled use of either hand for general tasks. There are other factors such as poor speech which may affect the degree of handicap in an individual situation.

Economic adjustment is considered by the writer for the purpose of this study to be the adjustment which the individual makes in terms of taking care of his financial needs and sup-

port through earnings from gainful employment, and in terms of the ability to hold employment which provides monetary remuneration. It is adjudged that the individual has made an economic adjustment if he is working and earning enough to meet his minimum needs, even though his earnings may not equal the average wage in the community. Some individuals do not have the ability, because of the nature of their handicaps, to enter employment which will provide wages to meet their minimum needs. They can, nevertheless, hold jobs which will provide earnings to take care of a major portion of their needs. If they are working full time at such jobs, it is assumed that this is their maximum work capacity within their limitations and that they have achieved good economic adjustment for their potentialities.

It is considered that an economic adjustment has not been made if the individual is not working or if he has been unable to find gainful employment which enables him to support himself to any extent. If he is totally dependent on others for support, it is felt that he has not adjusted himself economically to society. However, he may be serving some useful purpose in ways other than being employed for wages. He may work in the home and, in some cases, may release other members of the family for outside employment. He may give useful service in the community. Although these activities are a part of total adjustment, they are not specifically a part of economic adjustment as it is defined in this study.

In this study economic adjustment is considered good if the individual is supporting himself by gainful employment, or is working at full-time employment in competitive industry, sheltered work, or self-employment. It is defined as fair if he is partially self-supporting or is employed part time, and is defined as poor if he is unable to hold a job or has searched unsuccessfully for one.

Social adjustment is more difficult to define. The handicaps vary so greatly from person to person that activities which may be possible for one individual may be impossible or inadvisable for another. The sum total of interests and activities is considered in terms of the physical or other limitations in making a judgment as to the degree of social adjustment achieved.

Social adjustment is considered good if the person relates well to other individuals in his family and environment, if he makes an attempt to adjust to social life with others in spite of his limitations, if he has personal interests such as reading, hobbies, or activities which help him make use of his time and enjoy a more complete, satisfying life. Social adjustment is considered fair if the person is able to get along satisfactorily with other people and has some personal interests, but does not make any attempt to broaden his life through developing friendships of new interests which would add to his greater enjoyment. Social adjustment is considered to be poor

if the individual has poor social relationships in his family group and in the community, if he has no friends and shows no interest in forming friendships, and if he has not developed any personal satisfactions or interests to stimulate his life.

Each individual was interviewed by appointment at his home, at his place of business, or at the Industrial School. All but three of the interviews were conducted in the home. A schedule¹ was used as a basis for these interviews to establish uniformity in the type of information sought from each person. This schedule was not followed routinely by the question and answer method. Rather, the person was encouraged to talk about himself, his work, and his life in general, with the writer guiding the conversation toward the areas which pertained to the material called for in the schedule. It was not planned to interview the parents, but in some instances they expressed a desire to be present during the writer's conversation with the individual. It was found that the young person responded with more spontaneity and in more detail when the parent was not present. Whenever possible, the writer attempted to have some time alone with the person to enable him to talk more freely and without concern over parental opinions.

Each individual case study includes selected background information from the School records, significant findings from

1 Appendix, p. 64.

the personal interview, the writer's evaluation of the degree of economic and social adjustment and factors which have affected this, and an estimate of the contribution which the Industrial School has made in effecting such adjustment. Other outstanding and pertinent factors are also noted. Fictitious names are used in the case studies for reasons of confidentiality.

A statement about cerebral palsy and some of the problems which it presents is given in the next chapter in order to give better understanding of what this condition means to the person afflicted with it. A description of the general program of the Industrial School for Crippled Children will also precede the presentation of case studies.

CHAPTER II

CEREBRAL PALSY AND PROBLEMS WHICH IT PRESENTS

"Cerebral palsy is a disability of the nerves and muscles caused by damage to certain centers of the brain that govern muscular control."¹ A Report on the Problem in California gives a concise picture of the complexities of the disability:

Cerebral palsy, popularly but erroneously called spastic paralysis, is a condition in which muscular control is impaired or lost. The disability may be severe or very mild; many muscles or groups of muscles may be affected, or only a few, or a single group. The lack of control may be in the arms, legs, tongue, speech mechanism, eyes, or it may affect the hearing. The extent of the disability varies widely and may affect the entire range of normal activity.²

One of the primary facts to know about cerebral palsy is that the mentality is not necessarily affected. Even though the seat of damage is in the brain, the learning center may not be impaired.

There are five types of cerebral palsy, each manifest in a different way and requiring different medical and physical treatment. These are (1) spasticity, (2) athetosis, (3) ataxia, (4) tremor, and (5) rigidity.³ No attempt has been made by the writer to classify the individuals studied under these because the Industrial School is not a medical institution and its records do not carry such detailed diagnoses. For its

¹ National Society for Crippled Children and Adults, Inc., The Farthest Corner, An Outline of the Cerebral Palsy Problem, p. 3.

² Association for the Aid of Crippled Children, The Cerebral Palsied Child and his Care in the Home, p. 1.

³ National Society for Crippled Children and Adults, Inc., op. cit. pp. 3-4.

purpose it has been found sufficient to designate the condition as cerebral palsy or spastic paralysis as all five types were so commonly called in previous years.

Cerebral palsy is not a condition that can be cured in the strict sense of the word because the damage to the nerve centers cannot be repaired or restored. The condition can be improved to a point, however. Miss Cardwell,⁴ who draws from statements of leading authorities in the field, says that in the absence of adverse factors such as a considerable degree of mental deficiency, recurrent convulsions, or where the disease is progressive, prognosis for rehabilitation is good. Early diagnosis, good medical supervision, early and persistent treatment, and suitable educational opportunities can do much to make a large number of these persons independent, self-reliant individuals who can be self-supporting outside the home.

Education of the cerebral palsied child means more than the acquisition of knowledge. It may materially aid "the unaffected centers of the brain to develop so that their influence over the damaged controls becomes more effective."⁵ The process of obtaining an education is difficult for the cerebral palsied child whose multiple handicaps may affect his ability to write, to speak clearly for class participation, or to develop head and eye control for reading.

⁴ Association for the Aid of Crippled Children, op. cit., p. 18.

⁵ Ibid., p. 53.

Teaching these children presents real problems too, but consideration of these does not fall within the scope of this study. It is well to know, however, that many public school systems do not have the necessary facilities and staff to meet the specialized and varied needs of these children, and that special training schools for them are limited in number. The slightly handicapped child may be able to fit into the regular public school program with a minimum of difficulty, or he may find a place in a special class, if such a class is available, where the educational process is more individualized. For the more seriously handicapped child, a home teacher may be provided by the school system, but this means that the child misses many of the valuable experiences of group education. The state may provide a resident hospital school as is the case in Massachusetts. Here the child who is handicapped receives a basic elementary education and training in some occupation if possible. Most available facilities tend to accept the slightly and moderately handicapped child, and it is the more seriously handicapped one who creates the real educational problem.

Neither does the cerebral palsied individual achieve social adjustment easily. Physical inability to participate in many activities places a definite limit on the social outlets available. The person with slight handicaps has more opportunity to join normal society than do the moderately and severely handicapped persons. Especially is the severely handicapped individual limited in this respect. He often cannot undertake

simple social experiences. He is embarrassed to go out on the street because he walks awkwardly or falls down. He is unable to climb on and off public transportation facilities without causing attention. He cannot eat gracefully in public, and sometimes he cannot sit still quietly for extended periods in group entertainments such as the movies or the theatre. He has little opportunity to make close friends because he cannot participate in the activities of the non-handicapped and hence does not have similar interests. Particularly in adolescence and young adulthood, he has nothing in common with normal young people because he does not find himself acceptable to the opposite sex socially. This is one of the most difficult times in the life of the person who has cerebral palsy, and is one in which emotional and psychological problems often become apparent.

The outlook is not hopeless, nevertheless, and adjustment may be achieved through participation in home activities, development of personal interests and hobbies, and selected activities outside the home, in accordance with the degree of limitation. Friendship with other handicapped individuals is possible and, while not always completely satisfying, is a means of obtaining companionship.

A major problem confronting motor handicapped persons is vocational adjustment. Good vocational guidance, selective training, and selective placement will enable many of them to

find suitable work. The cerebral palsied person is not acceptable in the general employment field unless he can produce sufficiently to justify his wages. If he cannot compete and produce because his handicaps make him a slow worker, he must find some other means of earning a livelihood. Sheltered workshops, which give work and a small amount of wages to handicapped persons who are definitely limited for competitive employment, are one answer. These shops usually have home-bound programs whereby persons who cannot travel are able to earn small amounts of money at home. Knowledge of a trade or occupation that can be carried on at home or where there is no time limit set for production can do much to help these individuals support themselves so that they will not become dependent on society.

The State Division of Vocational Rehabilitation⁶ is a public agency which helps the handicapped individual, by training and development of his remaining abilities, to find his proper place in the productive world. There is no charge for the service of this agency and any resident of legal employable age in the State is eligible for its service, provided he has a physical disability which is a vocational handicap and provided he is susceptible of rehabilitation. This agency gives counsel and guidance in the selection of an occupation and gives opportunity for a suitable course of training in

⁶ Commonwealth of Massachusetts, Vocational Rehabilitation for Persons Disabled in Industry or Otherwise, p. 3.

schools or commercial establishments. It supervises and guides the individuals during training and helps them with placement after the training is completed. Since 1943 it has been empowered to help financially with measures of physical restoration when this is necessary and when financial need exists. This agency has been interested in many of the individuals who are included in this study, and it has helped them to varying degrees as noted in the case studies.

CHAPTER III

THE INDUSTRIAL SCHOOL FOR CRIPPLED CHILDREN

The Industrial School for Crippled Children was founded in 1894 by two prominent orthopaedic surgeons. Its aims are to provide for the crippled child academic training in grammar school and high school work like that of any regular school, and to carry on a vocational program to aid the child in making a useful place for himself in society. In addition to these two programs, there is provision for the necessary physical care and attention which the pupils need. Medical care is under the direction of the Medical Director and consists of frequent examinations and liaison with clinics or private doctors treating the children. Exercises prescribed by these clinics at hospitals throughout the city and by private physicians are carried out by trained physiotherapists in the School physical therapy department without loss of school time. There is a full time registered nurse in attendance and dental care is provided by the School dentist. In 1945, a part time speech therapist was added to the staff.

The School recognizes the serious problem which the handicapped person faces in the development of his abilities in order to earn a living. Its vocational program is available for those individuals whose aptitudes and interests are such that they can benefit from this type of training. This program is usually carried on in conjunction with the academic

THE UNIVERSITY OF CHICAGO

The University of Chicago is a private research university in Chicago, Illinois. It was founded in 1837 as the first American university to be organized on the basis of the European model. The university is known for its commitment to academic excellence and its role in the development of modern higher education in the United States.

The university is organized into several divisions, including the Division of the Physical Sciences, the Division of the Biological Sciences, the Division of the Social Sciences, and the Division of the Humanities. Each division is further divided into individual departments and programs. The university is also home to several research centers and institutes, which provide a focus for interdisciplinary research and scholarship.

The University of Chicago is a member of the Association of American Universities (AAU), which is a consortium of leading research universities in the United States. The university is also a member of the Ivy League, which is a group of eight private universities in the Northeast. The university's commitment to academic excellence and its role in the development of modern higher education in the United States have made it one of the most prestigious and influential universities in the world.

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work, but, in some instances, is given to students who do not carry academic work. Each child is considered individually and the program which is best suited to his needs is available to him. If question arises as to his ability to progress, the School arranges for him to have mental tests by a trained psychologist.

In addition to academic training, younger pupils receive training in weaving and basketry. Instruction in sewing and cooking is given to the girls when they are of suitable age to undertake this. Older pupils have an opportunity to learn printing, linotype operating, bookbinding, woodworking, cabinet making, cane seating, cobbling, typewriting, and office practice. There is no placement service but, in many cases, assistance is given in finding work in line with the training received.

The general School program is directed toward the full development of the individual child to make of him a well-balanced and adjusted social individual. Classes are small, and the teachers provide much individual instruction and encouragement so that the children will be able to participate within their limitations. The School building contains a gymnasium where supervised play and games are arranged for all pupils. There are competitive games such as basketball for the older pupils.

Any child who appears to be seriously maladjusted is referred to a clinic for a psychiatric evaluation. No attempt

is made at follow-up by the School, this being left to the judgment of the clinic. There is continual liaison between the School and the parents in regard to matters of health and educational, social, and emotional problems which may arise. The school nurse devotes part of her time to visiting the homes and talking with the parents if the need is evident in any of these areas.

Since there are no institutions in the eastern area of the United States for training teachers for work with handicapped children specifically, the teachers at the School are selected according to the standards for the public school system, and preferably are teachers with successful years of experience in public school teaching. Special attention is given to the individual teacher's emotional ability to work with the handicapped. No special training is given but many teachers have taken further training in universities and by extension courses in the field of psychology as related to education. The instructors adapt their teaching methods as necessary to meet the pupils' needs. Each teacher is advised about the child's physical condition, understands the nature of his illness and what may be expected of him as well as what is best in meeting his needs. Consultations between the teacher and the medical department staff are held if any special problems or questions arise.

The writer visited the School several times to observe

classes and gymnasium activities, and talked with the superintendent, the medical director, the school nurse, the physiotherapist, the speech therapist, and several teachers in all departments. These visits were made with the objective of having a better understanding of the total program, and the way it is geared to the needs of children with cerebral palsy. It was found that these children fit generally into the program and activities of the School, as described above, but specifically need more individualized attention than do the children with single handicaps.

CHAPTER IV

CASE STUDIES OF INDIVIDUALS WHO HAVE MADE AN ECONOMIC ADJUSTMENT

Economic adjustment has been defined in this paper as the adjustment the individual makes in terms of being able to take care of his own financial needs and self-support through earnings from gainful employment, or through possession of a remunerative job of any type. This is explained in more detail in Chapter I.¹ It has also been noted that the primary purpose of the Industrial School is to equip the child to maintain himself in later life as an adult who can earn his own living. In view of the interest of the authorities of the School in economic adjustment, the case studies of the individuals who were interviewed have been divided into two major groups, those who are gainfully employed and those who are not gainfully employed. The ten case studies to be presented in this chapter are those of individuals who are employed full time or part time, and are fully or partially able to support themselves.

CASE 1

Robert Murphy was admitted to the first grade at the Industrial School when he was eight years old with a diagnosis of spastic paralysis with more involvement in his legs. He attended for eight years, did poor academic work, but got along well in the industrial courses of woodworking and cobbling. When he was fourteen, his ability to advance was so questionable that he was sent to a psychologist for mental tests. His intelligence was found to be only borderline and special instruction in some simple, useful task was recommended. He left school during the eighth grade to go to work.

1 Chapter I, p. 4.

Robert, now twenty-three years old, appears to be only slightly handicapped. He is a serious, mature-looking young man who appears entirely normal except for a peculiar gait.

In the six years that he has been out of the School, he has had steady work full time in competitive industry. The School helped him find his first job in the shoe repair department of a large department store. He worked there and in two similar jobs for nearly four years, advancing in salary from ten to twenty-four dollars weekly and from the work of a bootblack to shoe repairing. He had always wanted to be a machinist and therefore left shoe repairing to train in a small machine shop, which soon closed. He has worked for the past two years as a production worker for a firm which makes surveying instruments and he earns over thirty dollars weekly. Last year he took an evening course three months to increase his ability and knowledge of the trade of machinist's helper.

Robert, who is one of a large family, was encouraged by his mother to take part in all family activities and she made him do things for himself. She did not allow his brothers and sisters to wait on him. He always mixed with other children in the neighborhood and his principal social outlet today is with a group of about twenty young men whom he has known for years. They play cards, bowl, go to the movies, to sports events, to the beach, and to mixed parties. Robert tries each new activity and if he cannot participate he is willing to watch the others. He spends little time at home except to read and keep up on current events.

Robert did not feel able to evaluate his experience at the Industrial School but, to the writer, it appears to have been of considerable value to him in his adjustment. He had an opportunity to learn to work with his hands, a most wise training in view of his mental limitations. He was taught a trade which enabled him to go to work as soon as he had an education, and he used this trade to support himself for four years. He was assisted in finding employment when he left school. He received a basic grammar school education at the

same time that he was being trained vocationally.

Economically Robert's adjustment to life appears to be good. He has been able to support himself for nearly the entire period since he left the School, and he has advanced steadily in work skills and earning power. Socially he has made a good adjustment, is outgoing, and has normal activities with other young men. Undoubtedly the positive factors of a slight handicap and good parental attitudes made his adjustment more easy, but the training which he received at the School actually prepared him for economic independence.

CASE 2

Jean Richardson entered the Industrial School at the age of six after two years in kindergarten, but remained only four years because the family moved away. Her diagnosis at the time of entrance was slight cerebral paralysis with athetoid² movements. She walked with lack of coordination and had a speech defect. Jean transferred to public school, took the high school course, and later had a post graduate commercial course.

Jean is now thirty-six years of age, and is a cheerful, friendly young woman who is well-poised in spite of hesitant, stammering speech, occasional involuntary movements of her extremities, and facial grimaces when talking. Her disabilities are noticeable but only slightly handicapping.

Since leaving public school she has been employed continuously. Her first job was as a power machine operator in a sheltered workshop during the depression. She then worked on National Youth Administration projects until she was over age, after which she had three years in a sheltered workshop doing typing and filing. When her father died, she took over his place as the "head of the family" and worked on clerical work relief projects. Five years ago she received a civil service appointment to the Boston Police Department where she is now employed full time

2 Purposeless, unorganized, involuntary.

doing typing and filing. Her earnings are adequate and she enjoys the work because of the interesting setting.

Jean and her mother, who also works, share in the domestic duties of their home. The remainder of her time is spent out of the home. She visits girl friends in the neighborhood, attends movies and other entertainment, and belongs to a group of six to eight young women who meet socially. For six years she belonged to the Y.W.C.A. and took up bowling, basketball, and gymnasium activities. She seldom reads except on medical subjects which she considers her hobby because of a lifelong desire to be a laboratory technician, an impossibility for her because of incoordination of her fingers.

Jean attributes her present adjustment to life to her mother who would never permit her to stay alone and feel sorry for herself. Although she was an only child, she was urged by Mrs. Richardson to participate socially with children in the neighborhood. She did practically everything that normal children did, including roller skating. Today she enjoys being with normal adults. She has recently joined a group of cerebral palsied persons at their request and finds she is uncomfortable with them because of their handicaps.

Jean feels that she benefited from early attendance at the Industrial School because she was then associated with children who had limitations and understood her difficulties. This gave her self-confidence to participate with others. She would not have wished to have had her entire education there as she would not have had the valuable experience of competing with the non-handicapped. Jean has never had speech training and feels it might have helped her if it had been available early in her life.

Judging from the history of continual employment since leaving public school thirteen years ago in the middle of the depression, even though part of this work was in sheltered employment and part was on work relief projects, it would appear that Jean has made a very good economic adjustment. Social adjustment has been good, with participation in the home and in community life. Security and self-confidence established during early school years at the Industrial School probably

added to the other positive factors of a slight handicap and good parental attitudes, as in the case of Robert Murphy, to facilitate her adjustment.

CASE 3

Helen Daly received her grammar school education at a parochial school and at the suggestion of teachers there was referred to the Industrial School for high school work when she was sixteen years old. Her diagnosis of cerebral spastic was further differentiated as paraplegia.³ Her handicaps consisted of a peculiar gait and inability to work well with her hands. She was tried in printing, book-binding, and sewing, and could not make progress. She received only fair and poor grades in academic work. After attending five years, she graduated from high school when she was twenty-one.

Helen, a friendly, attractive, poised young woman, now thirty-two years of age, has been out of school for eleven years. In the past seven years she has had surgery on her legs and today her handicap consists only of an uneven gait and slight hand tremors.

She was discouraged and unhappy when she left the School and for several years she did not make any attempt to find work. In 1942 the medical social worker at the hospital referred her to the State Division of Vocational Rehabilitation. Through this agency she secured work in sheltered employment but she did not like the job and left after ten months to go into private industry. For the past five years, she has been an inspector in factories and has had only short periods of unemployment. She now works full time as inspector in a razor factory where she earns thirty dollars weekly.

Helen's social life is very quiet. She is working on the night shift at the factory and does not have much time for usual recreational activities. She attends the movies occasionally, visits a few older friends in the neighborhood, and reads a good deal. She had a boy friend for several years and enjoyed his company, but she no longer sees him because of differences which have arisen.

Self-admittedly, Helen is shy and self-conscious, which she attributes to being the only handicapped child at the

³ Paralysis in both legs or opposite extremities.

parochial school, and to her father's prohibition of any part in social life when visitors came to the home during her childhood.

Helen says that having a high school education has meant much to her because it represents her as being more normal and enables her to enjoy broader interests. The experience of competing with other handicapped children at the School helped her to overcome some of her shyness and self-consciousness and gave her confidence that she could do things as well as other disabled persons. She feels she could have done better academic work if she had been drawn out by the teachers. She was anxious and embarrassed about class participation and found it difficult to express herself.

Helen appears to have made an excellent adjustment in recent years. She earns an adequate amount to support herself and she has been successful in competitive employment. Her social adjustment is fair. She does not have many interests or friends but does not seem discontented.

She is not directly using any training that was received at the Industrial School, but her experience there had values for her. She was helped by having social and competitive experiences with other children where she could develop self-confidence and mature socially. These undoubtedly have helped her adjust more satisfactorily in the competitive setting in which she now works with many other people. Her education apparently gives her some compensation in her own eyes for her handicaps, and increases her feeling of self-assurance, a trait which she admits she needs to strengthen. The major contribution of the School in this case seems to have been to aid Helen in the development of a better psychological and social adjustment to life.

CASE 4

Peter Hughes attended public school five years before he transferred to the fourth grade of the Industrial School at the age of eleven. His diagnosis was spastic paralysis with more involvement in the right arm and leg. It was noted later that there were no real deformities and the spasm was not tremendous. He showed continuous improvement in muscle control while at the School. Peter remained seven years and completed the third year of high school at the age of eighteen, leaving to go to work. In addition to taking academic studies, in which he received good and fair grades, he took cobbling for a year and did excellent work.

Peter is now a fine-appearing, friendly young man of twenty-four, whose only apparent handicap is a slight shuffle when he walks. The fact that he continued exercises and attended hospital clinics until he was twenty-one may account for his improved physical condition.

He has worked at several jobs since he left the School and has experienced difficulty in finding employers who were willing to give him a trial because he is handicapped. He was a machine operator in a machine shop for four years earning very good pay, but, at the doctor's suggestion, gave up this work which required continual standing. He worked eighteen months as laboratory engineer's assistant at a municipal water works, and lost this employment through a change in political administration. He has now been employed for three months at a state mental hospital as industrial therapist, teaching cobbling to the inmates. His wages are thirty dollars weekly. Although he does not especially enjoy this work, he was unable to find other employment. An undertone of discouragement was evident when he talked of his work and he seemed very uncertain of the future. Several years ago he applied to the Division of Vocational Rehabilitation, which agency would have helped him to learn a new trade. Regulations about the income in the family meant that he was not eligible for financial assistance from them for training, and therefore he did not accept their offer of any type of help.

Peter is the only married person of the entire group studied. He undertook marriage three years ago when he was earning good wages and thought he would continue to do so. His wife is an attractive, quiet girl who seems to be devoted to him. She works to supplement his wages so that they can maintain their own apartment. Their social life is limited as they live in a neighborhood that

is strange to them, and neither of them are home enough to make new friends. The couple does not have extra money for much recreation except movies. Peter goes bowling regularly but spends most of his time at home reading. They have a car, which Peter drives, and they use this regularly for pleasure rides.

Peter values the fact that he is educated and feels that a general education is important in doing many kinds of work and in the enjoyment of many aspects of life, especially in reading. He would have preferred to have learned some trade other than cobbling at the School for he finds he is not really interested in it.

In spite of difficulties in finding work, Peter has made a good economic adjustment. He has worked in competitive employment in all of his jobs, and although he is not quite able to support a wife as well as himself, he is working full time at the regular wage. He has made a seemingly suitable marriage, has established his own home, and has a normal social adjustment for a young married man with limited income. The Industrial School provided him with an education without which he could not have held a position as assistant to a laboratory engineer. More important, it taught him a trade which has enabled him to find employment when outlets in other types of work were not available to him.

CASE 5

Ralph Gordon, who had a diagnosis of spastic paralysis, entered the fourth grade at the School at the age of twelve after having attended public school for four years. No special physical problems were noted in his record. After several years at the School he was making such poor progress in academic work that it was thought he might be an institutional case. He was doing excellent and good work in woodworking and, therefore, was kept in the School until he was seventeen. He did not finish the eighth grade and was discharged because he could do little work owing to his mentality.

Ralph is a cheerrul, friendly, short man of thirty-five years, who presents a very awkward appearance when he walks. His handicaps are moderate, involving all four extremities and creating a stammering speech when he is nervous. He appears to be dull normally and to have poor judgment and reasoning.

Through the personal interest of the woodworking instructor at the School, Ralph was encouraged and aided financially after leaving school to develop his hobby of rabbit raising into a business. The State Division of Vocational Rehabilitation also assisted him during this period by providing the advice of a person trained in rabbit raising. Ralph received only a marginal income from this business, was never able to make a real success of it, and twice had to have town aid for short periods. He later raised chickens and worked as a gas station attendant. For five years he had employment as caretaker for animal houses in hospitals and experimental laboratories. This work was well-suited to his capabilities and he enjoyed it, but gave it up because of general dissatisfaction with wages and working conditions. For the past year he has worked as a porter at a state mental hospital earning twenty-five dollars weekly which is adequate for his needs. Intermittently since he has left school, he has kept in touch with his woodworking instructor who has given him advice.

Ralph's social life is satisfying to him. His mental limitations do not permit him to enjoy many intellectual interests but he has developed an outgoing life with his friends. He associates with about twelve young men in the town in which he lives, and has some type of activity with them every evening. He plays cards, makes social visits, goes bowling, and attends hockey games and polo matches. Now and then he takes out a girl. He has a second hand car and has had a license for the past eight years.

Ralph feels indebted to the School for his basic education and his ability to read and write. He is sure he could not have accomplished this without the individual help which he received from the teachers.

In spite of mental and physical limitations, Ralph has been able to support himself for sixteen out of eighteen years, and his economic adjustment is good. He has made a good social adjustment as evidenced by his many friends and variety of interests and activities. The School contributed to his general

adjustment by teaching him to read and write, but he has not used his industrial training, for reasons unknown to the writer. It appears likely that the guidance and interest of the woodworking instructor has been an important factor in Ralph's adjustment to life. The question arises as to what economic adjustment to life might have been made by this young man if he had not had the benefit of this personal follow-up, which is not a regular part of the School program. The other question to be considered is whether the choice of an educational institution for the physically handicapped child of low mentality should be made on the basis of the physical handicap or the mental disability.

CASE 6

Arthur Jones is another boy who transferred from public school after a three year trial period. He entered the second grade at the Industrial School at the age of eight with a diagnosis of spastic paralysis. An estimate of probably slow mentality was made, his left arm had marked incoordinated movements, he hesitated to use his left hand, and his left leg was slightly affected. He remained ten years at the School, but did not finish the eighth grade as he left to go to radio school. He did much better work in the industrial courses of woodworking, printing, and cane seating than he did in academic studies.

Arthur is now thirty-four years old and is a small, serious, nervous man who seems only slightly handicapped. His gait is uneven and his left hand is tense. He was reluctant to talk about himself and, therefore, the interview was limited.

After leaving the School seventeen years ago, he attended radio school for six months but has never used this training for gainful employment. He had several years part time employment on a subway newsstand during the depression. At one time he was assisted by the State Division of Vocational Rehabilitation with counselling

service and attempted unsuccessfully to train for mechanical dentistry. For four years he was an attendant on NYA projects and also sold radios at home. His longest job was as a salad man at a naval hospital until he was displaced last year to make room for a veteran. He earned about forty dollars weekly on this job. He is now a general maintenance man at a private residential hotel and earns thirty-two dollars weekly which meets his needs. It is work that he can suitably perform and he likes the general atmosphere and setting in which he is employed.

Arthur is an only child whose mother has always done everything for him. He feels that this long kept him from knowing what he was able to do, and it was not until he started doing things for himself that he found he could use his left hand. She did not encourage activities with other children when he was a child. Today he has no close friends. So far as the writer could ascertain his only social outlets are occasional attendance at the movies, reading a little, and listening to the radio.

Arthur's only comment about his experience at the Industrial School was that education is valuable for everyone.

Good economic adjustment has been achieved by this young man. He worked part time during the depression and as soon as the employment field opened he found full time work. His social adjustment seems to be only fair because he leads a life in which there are few interests and no social activities with other people.

It is difficult to evaluate the role of the School in Arthur's present adjustment. One thing which seems to have been a contribution to his general adjustment is that attendance at a school where he was encouraged and trained to use his hand removed him from an over-protective environment for part of the day and gave him a chance to develop some independence. His mental limitations indicated that he needed direction toward a manual occupation and his industrial training,

although not specifically used by him since that time, was valuable in facilitating manual dexterity. It might safely be assumed that he needed social experiences because of being an only child who had few associations with other children. If he had not had this he might have had difficulties in working relationships in later life. All of his positions have required that he be able to get along well with other people to a certain degree.

These assumptions indicate that the greatest contribution of the School, in addition to giving him a basic education, was to help him mature socially and to prepare himself physically for manual work.

CASE 7

John Dobson was admitted to the Industrial School when he was nearly fifteen years of age, after having had attended special classes in public school in which he had attained only a fourth grade level in arithmetic and a second grade level in reading. His vocabulary was far above this, however. His medical diagnosis was given as cerebral palsy and special disabilities noted were weakness of his right side, poor speech, and slight deafness. The medical examiner considered him to be a poor risk but suggested trial. On advice of the public school authorities, he was assigned to industrial training rather than academic work, and he took woodworking, printing, book-binding, and weaving. Ability and progress were not noted in his record. He spent four-and-a-half years at the School over a period of six years and left when he was twenty years of age.

John, now twenty-two years old, is a serious, friendly young man who appears to be moderately handicapped. He walks awkwardly, performs manual tasks slowly because of lack of control in his right hand, speaks unintelligibly much of the time, and has pronounced facial grimaces. He has a further handicap in his inability to read and write.

John has attempted to work since he was sixteen. He has tried dishwashing, laboring in a factory, and work in a commercial laundry, some of these being summer employment. He was released from factory work as he was no longer needed on his particular job. He remained only five weeks at the laundry because he found he did not have the speed necessary for the work. He has now been working for sixteen months at fulltime work in sheltered employment, first as a warehouse worker and later at cane seating which he learned at the School. He earns the regular wage of sixteen dollars weekly which is not sufficient to cover all of his needs. His family allows him free room and board.

Socially John's parents and his three brothers and sisters have always included him in family activities. His mother, who was present at the interview, appears to understand and accept his limitations but says she never did anything for him that he could do for himself. She has always tried to make him independent. Although he never made friends with children in the neighborhood, because they felt he could not take part in their activities, he has several handicapped friends whom he sees regularly. He goes out to the movies regularly, goes to all types of sports events, and spends one evening a week at the Y.M.C.A. playing pool. He travels alone throughout the city and to other states, a feat which is difficult because of his inability to read signs and ask directions clearly. He participates in activities at home, helps to take care of the grounds, and plays cards with other members of the family. He keeps himself informed on current events by listening to the radio and looking at pictorial magazines. He likes to do mechanical work and woodworking, and hopes to have a shop at home where he can carry on a hobby.

John feels he was fortunate in having attended the Industrial School because it taught him how to work with his hands. His mother feels that the School was an important factor in his life, also. She says he could not have continued at public school, yet needed an outlet and companionship during adolescence. He had an opportunity for better social adjustment with children with whom he could participate and compete. She feels speech training helped him develop better control so he could speak more clearly, and his industrial training taught him good work habits.

John's economic adjustment now seems to be good. He works full time at a sheltered workshop and earns nearly enough to support himself. He enjoys his work and indicates

an acceptance of his inability to perform competitive tasks. Social adjustment is likewise good. He has developed satisfying interests, and enjoys the company of others both at home and in the community. The Industrial School contributed to the social maturation of this young man by providing friends and activities during his adolescence. The major contribution was made by teaching him a trade which he is now able to use gainfully toward his self-support.

CASE 8

The case of Henry Miller closely resembles that of John Dobson.⁴ He was admitted to the School for industrial training in woodworking when he was seventeen years of age. He had attained only a third grade level educationally with a home teacher. His diagnosis was cerebral palsy. He had a certain amount of incoordination, a speech defect, and walked with difficulty.

Henry now appears to be moderately handicapped. His speech is hesitant, all four extremities are affected by lack of control to some extent, and he must work slowly. He is able to read and write. Henry is a cheerful young man with an outgoing personality.

In the three years that he has been out of the School he has worked full time in sheltered employment doing woodworking, cane seating, and general cleaning. He would like to find other employment but realizes that he is restricted generally by lack of speed for competitive work. His wages of sixteen dollars weekly are not sufficient for full support and his family does not expect him to pay board and room.

His social interests are substantially the same as those of John. In fact, they are friends. The attitudes of the two families are likewise comparable. In spite of the fact that Henry did not attend public school he has had socializing experiences with children in the neighborhood and has always taken part in sports and other activities. His most notable achievement is that he has his own

⁴ Case 7, p. 30.

woodworking shop at home. He has developed a hobby into a business whereby he was able to clear about two hundred dollars last year making gift items for sale through retail outlets. He learned to make these items at the School.

Henry doubts that he would be working at the present time if he had not attended the Industrial School and had not learned a trade there. His knowledge of this and his training gave him security to look for work, and made it easier for him to find work in sheltered employment. He feels that speech training received at the School helped him by teaching him to control his speech and to make this part of his disability less conspicuous.

The total adjustment made by Henry is good. He is making a satisfactory work adjustment in terms of his physical disabilities and the small amount of formal education which he has had. He works full time in sheltered employment and can nearly support himself. He has made a good social adjustment within the home and with others outside, and has a hobby which is both interesting and lucrative. The Industrial School has played a very important part in his life. It taught him speech control which has made social participation more comfortable for him. Most important, however, is the fact that it has given him a trade and a hobby, both of which have enabled him to earn a living and to avoid being dependent on society.

CASE 9

Betty Anderson was referred to the School by a private doctor when she was six years old. She was seriously handicapped with cerebral diplegia.⁵ Speech, walking, and use of her hands was affected, but it was thought that she could be taught a good deal. She remained twelve years, taking typing, sewing, and cooking in addition to academic work, and graduated from high school with good grades.

5 Paralysis of like parts on both sides of the body.

Betty is now thirty-nine years of age, a frail, shy, intelligent-appearing person, who is still severely handicapped in spite of the fact that her walking, speech, and manual dexterity have improved since she has left the School.

Circumstances in her life have forced her to do much for herself. Loss of both parents by the time she was twenty-one made her dependent on a stepmother, who refused to support her after she was thirty years old. She had sheltered employment part time, tying yarn samples, for about ten years while she was living with her stepmother, and was able to earn spending money. She next worked four years on a WPA sewing project as a machine operator earning the full relief wage. Since the project closed, she has been working over four years in a sheltered workshop, first as a file clerk and now as a power machine operator. She earns eighteen dollars weekly which enables her to live marginally and maintain her own flat where she does all of her own housework and cooking.

Betty does not have much time for recreation but she does not lack social life. A married niece, who lives in the same house, provides companionship and Betty has a few friends among her co-workers. For the past ten years she has had a boy friend with whom she is able to attend social activities, movies, entertainments, ball games, and the like. She sees this man several evenings each week but, although she enjoys his company, she does not like him well enough to marry him. The writer had occasion to meet him and found him to be a fine-appearing gentleman about Betty's age, and seemingly devoted to her.

Betty feels that she would not be where she is today if she had not attended the Industrial School. Public school education was denied her and she believes she would have been uneducated and probably totally dependent if the School had not accepted her. Most important to her was the self-assurance she gained by being with other children and making friends. She has always been self-conscious but mixing with other children helped in part to overcome this. Her own mother was quite protective of her but did not continue to be so after she saw Betty could do things at school. Physical therapy at the School helped her to develop better use of her hands, and she thinks speech therapy would have helped her.

Betty's adjustment to life is remarkable in view of the severity of her handicaps. Socially she is as well-adjusted

as many non-handicapped young women who work. She has recreation sufficient for her present needs, and has satisfactory relationships with others.

The Industrial School contributed much to Betty's adjustment. She received exercises to improve her manual dexterity, a skill which she has needed in her work of filing and operating a machine. Training in the domestic arts has been useful to her in managing her own home. The total experience at the School also helped foster independence and self-confidence in a child who was forced into taking care of herself when she was left alone without family support.

CASE 10

William Strout is a young man who attended the School for his entire education and graduated from the high school. He entered when he was seven years of age and remained until he was twenty, having to repeat one grade. He did fair and poor work in his academic studies but was good in woodworking, printing, and bookbinding. William's diagnosis was spastic paralysis and his record showed that he used apparatus to help him walk.

William is now a cheerful, fine-looking young man of twenty-eight who is severely handicapped because he must use both braces and crutches in order to get around, and he cannot climb stairs. He said that all four extremities were affected to some extent when he was a child but that he now uses both hands for all tasks.

For the past seven years William has been able to support himself partially by doing typing and mimeographing at home. He took typing in school but was never able to learn the touch system and has evolved his own method. He has enough work from the schools, the American Legion, and private individuals to give him work for about half of each day. His mother, who took an active part in the interview, is not anxious to have him work full time because he tires easily and she feels he needs other interests than work. William does not pay board but takes care of all his other expenses.

He likes his work because it makes him feel independent and useful. He is proud of the fact that he recently purchased a \$178.00 typewriter with his own earnings.

William's parents are apparently comfortably situated financially and are able to do many things for him. He has one younger brother, married and away, and the two boys were close friends during childhood. William does not have any friends of his own but has always enjoyed those of his brother and they still come in often to see him. He never seems to find his time dull. He has an excellent police radio and has visited police headquarters for better understanding of the system they use. He reads a great deal on a variety of subjects. His special interest, really a hobby, is sports of all kinds. He has collections of baseball souvenirs and reads extensively about this sport as well as following all games on the radio. He goes out to all types of events at the Boston Garden where there is an elevator available. He attends movies, visits his mother's friends, and plays cards. Weekends are spent at a summer cottage where he can go in the water even though he does not swim. It is apparent that his mother has been a factor in initiating many of the above activities, but William seems interested in all of them.

William and his mother feel that the Industrial School contributed to his adjustment in many ways. It provided him with a high school education necessary to the kind of work he performs, such as typing reports, essays, and literary material. Many things learned in the printing course have helped in his mimeograph work. Socially the School helped him. He was self-conscious as a child and reluctant to mix with others, but overcame this at the School. Mrs. Strout says that she over-protected him until she followed the advice of teachers at the School to allow him to become independent and do things for himself.

In making an evaluation of William's adjustment, the fact that his mother is still a very prominent figure in his life should not be overlooked. The fact remains, however, that he is partially able to support himself and might do so completely if necessary, so that his economic adjustment is fair. He has developed many personal interests and enjoys life with other people which indicates good social adjustment.

There are many factors which have contributed to William's adjustment. His general adjustment to his handicap and to life was improved by the guidance and advice which his mother received from teachers at the School. His social experiences there helped him develop self-assurance in associations with others. Last, but certainly not least, his possession of a high school education, which was denied him elsewhere, and general knowledge learned in his vocational courses, have enabled him to develop a business with which he partially supports himself.

CHAPTER V

CASE STUDIES OF INDIVIDUALS
WHO HAVE NOT MADE AN ECONOMIC ADJUSTMENT

The nine case studies presented in this chapter are those of individuals who are dependent on others for their full support. These persons have not made an economic adjustment because they are not working at remunerative employment at the present time and, so far in life, have been unable to find and retain any employment which would provide a means of supporting them. This does not mean that they are not useful in other capacities or that they may not make an economic adjustment at a later date as will be pointed out in the individual case studies.

CASE 11

Ruth Johnson was taken on trial at the Industrial School at the age of seven after having attended public school for five months. Her diagnosis was spastic paralysis, and her main difficulties were a peculiar gait and inability to use her right hand. In the ten years that she spent at the School she attained the eighth grade, having to repeat some classes because of poor academic work. She did well in her cooking classes.

At the age of twenty-six, Ruth is now an attractive, obese, immature girl who is moderately handicapped. Her right hand is still useless, her right side has uncontrolled movements, and she has an awkward gait. Speech is shrill and indistinct at times.

When she was seventeen Ruth took over complete care of the household for her two brothers and her father after her mother's death. This was quite an accomplishment for her because she had never been permitted to do things for herself at home and had no experience at this type of work. She continues to run the household today and in addition works on a part time basis in her father's drugstore. She

waits on customers and works at the soda fountain and receives a weekly allowance from her father for her duties.

Ruth impressed the writer as being a lonesome girl. Socially she has no outlets except meeting people at the store, and her only recreation is a weekly movie and rides in the family car occasionally. An unknown fear prevents her from travelling alone on public conveyances. At home reading and listening to the radio now and then are her only interests, and she does little of either of these. She has no friends and has missed the companionship of her own sex. Her father, present during the interview, made a statement that education was not essential to Ruth except to teach her to read and write. He also said that doctors long ago told him that the only treatment for her was to let nature take its course. It appeared that these attitudes might have had a great deal to do with her social adjustment because such attitudes would not stimulate or encourage her to make extra effort to develop new interests.

Ruth feels that her experience at the Industrial School was valuable to her. She could not have attended public school and would not have had any education if she had not been accepted by the School. Without a basic education, she would not have been able to work in the store because she would not have been able to read or make change for the customers. The School experience in general prepared her for taking over the care of the household when her mother died, she believes. She had learned that she could do things as successfully as the other children if she made up her mind to do so and was allowed to work in her own way. This gave her courage to try to take care of the home. The training which she received in cooking gave her confidence to prepare meals at home.

Ruth will probably never be financially dependent because her father has made provision for her in his will. She is able to work part time in an occupation which allows her to work at her own speed in a family-owned business, and she serves a useful purpose in the home. It is doubtful if she could work fast enough to justify her employment in similar work outside the family. Socially she has made a fair adjustment. Although she has few interests or social outlets, she is not withdrawn from

society and she has made an effort to adjust herself to work in a store where she meets people continually.

In spite of the fact that this young woman is not gainfully employed, she is useful in her home and in the community. Her education at the Industrial School has enabled her to work in her father's store and this would not have been possible if she had been unable to read and write. She developed self-confidence by being able to compete with other handicapped children at the School and this, coupled with the domestic arts training she received there, helped her to take over the care of the home when her mother died. It would seem that the School played a large part in making her useful to society.

CASE 12

Roger Theriault attended public school for eight years through the seventh grade but was referred to the School so that he could have more individual attention to help him progress. His diagnosis on admission was left hemiplegia¹ with more involvement in the left forearm and hand. He was subject to epileptic attacks which were controlled by drugs. Roger entered the eighth grade, was promoted each year, and graduated from high school with good and fair grades. He took academic subjects, bookbinding, printing, and woodworking.

Roger is a tall, stout, stooped young man of twenty-two years, who appears to be moderately handicapped. He is unable to use his left hand and has a slight limp when he walks.

The State Division of Vocational Rehabilitation has been helping him since he left school three years ago. He has had a business school training in junior accounting and they are now trying to place him at work. This training and surgery have taken nearly three years, and it is only in the past three months that he has started to look seriously for work. He has worked during summer vacations

1 Paralysis affecting one half of the body.

in past years as a messenger boy for telegraph companies and brokerage concerns. Roger is not sure that he wants to work at the type of employment for which he was trained in business school, namely, bookkeeping, but he is optimistic of finding some kind of a job soon.

The writer talked with Roger's counsellor at the State Division of Rehabilitation. Roger did well with his training but is a difficult placement problem, having a faculty for doing or saying the wrong thing when he approaches prospective employers. Roger confirmed this fact and would like to take a course that would give him self-confidence and social poise because he is very self-conscious.

Socially Roger seems to have made a good adjustment with the exception of his difficulties in meeting new situations and people. He has several male friends of his own age with whom he participates in general social life, attends movies, entertainments, and sports events, and goes bowling. Most of his time has been spent attending school and studying and he has not had many opportunities to develop other interests. He is interested in current events and considers his hobby to be political science, in which subject he does extensive reading. His family, parents and a sister, are politically minded and he enjoys participating with them in general discussions.

The greatest contribution of the Industrial School in Roger's life, according to his estimation, was the individual interest and attention of the teachers who showed him that he was able to do many things which he had not believed were possible for him. Taking part with other children in activities in which he could compete also helped him. In public school he was not permitted, or able, to play with normal children because he was slow and awkward.

Roger is dependent on his parents for full support and cannot be considered to have made a good economic adjustment yet. He has been undertaking further training, has a vocation and is physically able to work, and should be able to make a satisfactory adjustment in time. Socially he seems to be adjusted well so far as interests and activities with other people are concerned.

The high school education which Roger received at the Industrial School, and which would not have been possible for him in public school, prepared him for attendance at business college. He has not made use of the several years of industrial training received at the School and does not anticipate using any of this training. Another factor, in addition to his high school education, which has helped him in his general adjustment is the socializing experience of being able to compete with others satisfactorily and of gaining self-confidence in this way. The individual attention which he received from the teachers at the School also helped him to gain confidence in his ability, and probably gave him the determination necessary to attempt further education.

CASE 13

Esther Garvin is a young woman who is severely handicapped. When she applied for admission to the School at the age of thirteen, the medical director questioned the advisability of taking her. Her diagnosis was spastic quadriplegia,² and her speech, walking, and muscles in all extremities were affected. She had attended public school successfully in another state and, therefore, was accepted on trial for the sixth grade. She went through high school without repeating any grades, took academic studies, and graduated when she was twenty years old.

Esther's friendly, outgoing personality and her social poise make one overlook the disturbing appearance that she presents with her uncontrolled movements, facial grimaces, and hesitant, labored speech. Both of her hands are useless for any fine work.

Esther is now thirty years old and has never held a job of any kind because she has been unable to find anyone who will hire her, but she feels that she could do

2 Paralysis of all four limbs.

some kind of work such as library research. She did not take typing in school but has taught herself to type slowly. She has also taken correspondence courses in writing, and has attended Adult Education classes. Her parents are able to support her but she recognizes that she may be dependent on the public at a later date if she does not find work. For the past few months she has been going to a sheltered workshop one day each week. She does not earn any money for this but it gives her a chance to get out of the house and be with people.

Two years ago Esther was instrumental in starting the Cerebral Palsied Council of Boston³ through letters which she wrote to the newspapers to stimulate the interest of the public in helping the cerebral palsied. She is corresponding secretary of the Council, takes an active part in all of the meetings, and in planning the program. She has had to get out and meet people and talk at meetings, a feat which she would never have considered possible in the light of her previous self-consciousness. Activity with this Society has made her feel useful and she has had increased interest in life.

In addition to activities connected with the Council she has many handicapped friends whom she visits regularly. She attends the movies, reads several books each week, enjoys classical music, and considers opera to be her hobby. She has a small collection of records and books on this subject. In past years she has belonged to several writing clubs, similar to pen-pals, for the handicapped.

Esther thinks that her education at the Industrial School was very important to her because without it she would not have been able to take an active part in starting the Cerebral Palsied Council by knowing how to express herself in writing to the newspaper. It has also helped her take part in the activities of the Council more readily. She says that she was shy and hesitant to take part in group activities in school and she wishes that she had been made to do so to help her gain poise and social ease. Until she started having more outside interests, her education was invaluable to her in enabling her to read widely on a variety of subjects and thereby enjoy life in that way.

3 An organization, sponsored by the Bay State Society for Crippled Children, consisting of cerebral palsied persons and those interested, which meets monthly to discuss problems of the cerebral palsied and possible solutions of these problems.

Esther has very limited vocational possibilities because of the severity of her handicaps, but she seems to have made a good social adjustment. She has many friends and acquaintances, and a variety of interests. She has also served a useful purpose to society in her activities with the Cerebral Council of Boston, both in starting interest in such a group and in taking part in the meetings. Her education at the Industrial School has been a major factor in enabling her to adjust to society and to help others. She has been able to express herself intelligently in writing and in talking, and in this way to stimulate interest of the general public in helping the cerebral palsied. Her education has further given her an opportunity to develop satisfying personal interests which are essential to the person who cannot earn his own living.

CASE 14

Laura Heldman entered the first grade at the School when she was thirteen years old. She had no previous education. Her diagnosis was spastic paralysis, dystonic⁴ type, all four extremities were involved and she walked and talked with difficulty. She remained until she was twenty-one, but attained only the eighth grade because much of her academic work was poor and failing. School records show that her lack of coordination made it difficult for her to do any useful work, but that she enjoyed school very much.

Laura, now thirty-one years of age, is a severely handicapped woman who is cheerful and optimistic. She still walks very awkwardly, her legs, arms, hands, and face have uncontrolled movements, and her speech is poor but intelligible.

⁴ Characterized by abnormal condition of tension.

Laura has been out of the School for ten years. Up to four years ago she had never ventured out of the house alone, and then suddenly she determined to go out and mix with other people. Until her mother died seven years ago, she did everything for Laura, including feeding and dressing her. There was a difficult adjustment period after her death but Laura now does everything for herself. She lives with relatives and is supported by public assistance, as has been the case since her father's death when she was a baby.

Today Laura goes everywhere alone in the city of Boston. She makes a practice of going out of the house every afternoon, and does such things as window-shopping, visiting her two handicapped friends, attending the movies, or visiting married cousins. At home she is not expected to do anything except take care of her own clothes and room and her life is very routine. Her only reading is in the daily paper. She has taken speech therapy at the Industrial School one day each week for the past four years, and has made slow but steady progress. She belongs to the Cerebral Palsied Council of Boston and would like to find other social groups which she could join.

Two years ago Laura worked two days each week at a sheltered workshop but did not like her work of tying tags because it bored her. Last year she sold magazine subscriptions to shops in downtown Boston and enjoyed this work very much. She found 150 customers on her own initiative, but exhausted prospects that could be reached without stair climbing being necessary and gave up the work. She has been known to the State Division of Vocational Rehabilitation for two years and says that they are trying to help her find suitable work. She would like to operate a magazine stand in a subway or building downtown.

The writer talked to a counsellor at the Division of Vocational Rehabilitation who said that Laura's social adjustment is good. Their agency is trying to find a place for a magazine stand for her in a small business building. Laura's change of attitude four years ago resulted from a visit to the office of a New York physician, who has cerebral palsy, where she was told she could do what she wanted to do. The danger now is in her over-optimistic attitude and lack of recognition of her limitations.

Laura feels that her experience at the Industrial School was of great help to her. At school she was able to do more things for herself, and had an opportunity to break

away somewhat from total dependence on others. Most important to her was the fact that she received a basic education and knows how to read and write.

Laura's handicaps are severe and limiting, but she has been able to demonstrate that she can help herself. She has done some sheltered work and has sold magazines. Now she is making plans, with the help of the State Division of Vocational Rehabilitation, to start a magazine stand. Until four years ago her social adjustment was poor, but a sudden change of attitude occurred and she is now well-adjusted. She is friendly, out-going, and, although limited in interests, is making opportunities for enjoying life.

The Industrial School gave Laura a basic education which will be necessary to her if she is to have her own magazine stand. If she is unable to support herself she will have many more satisfactions from life by knowing how to read. It also seems probable that socialization with other children at the School gave her an opportunity to combat complete dependence on her mother, who did everything for her, and that the School experience laid the groundwork for her present independence and social adjustment.

CASE 15

Kathleen Reilly was admitted to the first grade at the School at the age of eight, remained a year, and did not return again to the second grade until she was fourteen because of illness and special medical care. Her diagnosis was cerebral palsy, her right side had involuntary movements, and she had a congenital dislocation of the left hip. Her walking and right arm were most seriously affected. She had several operations during her school years

and lost much time from school. She spent eight years there and left in the eighth grade because she was twenty-one. Academically her work was mostly poor, but she received consistently good grades in sewing, cooking, and weaving.

Kathleen is twenty-six years old now, and is an attractive, shy girl who is severely handicapped. She cannot stand alone outside of the house without someone to support her, and she has no use of one hand.

For the past six years since she left the School she has not been happy. The doctors told her that there was nothing more that could be done for her and she felt it was useless to try and help herself. In the past few weeks she has had a change of attitude and is seriously thinking of going to a hospital so she can be fitted with crutches. This change was brought about by seeing her younger sisters go to work and have varied social outlets inaccessible to her.

In spite of her inability to go out alone, she gets around well in the home and does all types of housework. She is very clever with her one hand. She goes out whenever anyone will accompany her, attends the movies about three times each week, and goes to church regularly. She reads occasionally and does embroidering. She also has the usual social life which exists in a large family. In spite of her few interests, she says she is never idle.

Kathleen says that the cooking and sewing learned at the School have been of great help to her in being useful at home. The exercises given by the physiotherapist helped her physically, and the encouragement by her stimulated attempts to do things for herself.

At the present time Kathleen's adjustment is poor economically and fair socially. She is useful in the home and enjoys a number of activities within her limitations of not being able to leave the house without someone accompanying her and of having the use of only one hand. The School contributed to her present ability to be useful by teaching her domestic arts, and she benefited at the time she was there by the encourage-

ment of a member of the staff who stimulated her to help herself. Her attitude toward life and toward her handicaps has not been healthy since she left the School, and she has not wished to improve her status until the past few weeks. Her emotional and psychological attitudes seem to have been determinants in her adjustment. The writer wonders if follow-up after she left the School, with possible referral to a source such as the Division of Vocational Rehabilitation, might not have enabled her to make a better adjustment and better use of the years spent in educating her.

CASE 16

Dorothy Loring is another severely handicapped young woman. She did not learn to walk until she was eight years old. At the age of nine she was admitted to the School with a diagnosis of spastic paralysis, quadriplegia. She had athetoid movements of the face and head, a speech defect, and lack of coordination in her walking. She went through the entire twelve grades in twelve years, and did good and excellent work in her academic studies. She took bookkeeping for a year and a half. During the third year of high school, a hospital social worker reported that Dorothy was unhappy, stayed alone, felt different from other girls, and needed a useful occupation.

Dorothy is a plain, friendly thirty-five year old woman who appears to be much younger than her age. Her continual movements are disconcerting to watch, and her speech is slurred and hard to understand. Although she can get around the city alone, she is prone to fall down when she becomes tired. It takes her a long while to perform simple tasks because of poor hand control. Dorothy still attends a hospital clinic annually for a check-up, and is known to the medical social service department.

Several years ago Dorothy worked for a twenty-one month period in a sheltered workshop doing full time work tying tags and inspecting garments. She had to give this up because she injured her ankle and could not travel to work. Although she has reapplied several times, she has not been

reemployed. This work meant a great deal to her because it made her feel useful and she could talk and mix with other people. She is not interested in doing homebound work because she wants social contacts. A few years ago she applied to the State Division of Vocational Rehabilitation but they could not think of any work for which she would be suited, according to her statement.

Dorothy is the only one of the three children in the family who is now at home with her mother. Their funds are limited and Mrs. Loring, a widow, works out by the day to supplement a small income from property. This means that there is not much money available for recreation. Dorothy visits several handicapped friends, and travels alone to visit her sister who lives forty miles from Boston. At home she helps with the light housework, reads a few magazines, and listens to the radio. Church attendance regularly is carried on. She has no hobbies or special interests and does not want to develop activities alone. Mrs. Loring, present at the interview, implied that Dorothy is only happy when she is out of the house with other people, or doing something useful.

Dorothy feels that her education at the Industrial School was invaluable to her. It has enabled her to read intelligently and has generally enabled her to broaden her interests. Primarily it means that she can converse intelligently with many people on a variety of subjects.

It is doubtful that this young woman could ever fully support herself because of her severe handicaps, but she might find work to do at home or in sheltered employment. Today her economic adjustment is poor and she is totally dependent. Socially she seems to have made a fair adjustment in spite of physical and financial limitations. She enjoys the company of other people, but does not try to develop any interests that might be possible for better enjoyment of life at home. Actually, she does not accept her limitations, and her mother does not help her to do so because she continually builds her up to thinking she can do things normally.

The School has contributed to her general happiness by educating her so she can read and converse intelligently, and has provided her with a basis for development of further interests if she wishes to pursue them. The factors which have affected her adjustment most notably are the severely disabling handicaps and inability to live within her limitations.

CASE 17

Sylvia Nieman was first referred to the School when she was five but was not accepted because of question of suitability for schooling. Her legs were affected by "spastic paralysis" and she used crutches for walking. At home she had been found to be a cranky, stubborn, spoiled child with food and health problems. Selected psychological tests showed her to be a backward child. She did enter the School the next year, however, remained ten years, and left in the seventh grade. Her academic work was poor most of the time. A good deal of her time during School years was spent on medical care and physical therapy.

Sylvia is a tall, attractive twenty-six year old girl who was difficult to interview because of her reserved and cynical attitude. For the past three years she has had continual treatment by private doctors and she describes her present condition as paraplegia with general involvement of the legs and internal organs below the waist. She uses crutches on the street and gets around the house by holding onto furniture and the walls.

She has never worked in the ten years that she has been out of school. She has only recently been given permission by her doctor to find sedentary work. Before her condition became worse four years ago she applied at the office of the State Division of Vocational Rehabilitation, but did not wait for an interview as she was sure they could not help her. She has been unsuccessful in all attempts made to find employment because "no one will hire a handicapped person."

Sylvia seems to be an unhappy young woman and does not hesitate to say that she is dissatisfied with her life. She would like to go to work and have normal social outlets. She says she was spoiled in her childhood by a grandmother who lived in the home, and this gave her a

poor start. Children in the neighborhood never wanted to play with her and she stayed alone in the house most of the time. She made no real attempt to learn anything at the School because she did not like going to school all winter and having medical care all summer, with no time for fun like other children. Her only sibling is a brother and they have nothing in common. Sylvia did not wish to talk about the period after she left the School and the writer's impression was that it was a very discouraging time for her.

Sylvia keeps herself occupied by doing all of the housework for her mother and brother, and is proud of her ability to do this. She also does hand sewing and needlework which she learned at School. Her social life is dull. She does not want to make close friends and is more interested in finding large groups where there is excitement and a variety of interest. She attends the movies occasionally. She has gone to a few meetings of the Cerebral Palsied Council of Boston but does not enjoy them, preferring outlets with normal people.

She feels the Industrial School made a contribution to her life by teaching her to read and write. She reads a great deal and it is a major form of recreation for her. She thinks that physiotherapy at the School helped her learn to control her legs so that she can get around more easily.

In considering Sylvia's adjustment it must be remembered that she has been under a doctor's care for three years and has been advised not to work. However, she has not been employed in the ten years that she has been out of the School, whatever the cause may be, and has not made an economic adjustment to life. She is able to be useful in the home and does remarkably well for a person who uses crutches and has little balance control, as well as trouble with her internal organs. Her social adjustment is fair. She enjoys being with other people and has limited interests to occupy her leisure time.

Her emotional adjustment is not good and she is bitter

about her inability to lead a normal life. She wants to forget that she is handicapped but says she knows this is not a sensible attitude.

Sylvia has made some use of the education received at the Industrial School. She has made a useful place for herself in the home and her domestic training probably made it easier for her to do this. She has been ill much of the time in the past three years and her principal occupation during this time has been her reading, made possible by her grammar school education. It appears to the writer that the School experience also helped her somewhat in her social adjustment. She was self-admittedly a spoiled and over-protected child who had no associations with other children, and this group experience could not have helped having some positive effects. Education and training have helped her but her emotional maladjustment was such a major factor that it seems she could have made better use of her education if she could have had help in improving her psychological attitudes.

CASE 18

Jane Kelley was considered a borderline case by the medical examiner when she was admitted to the first grade of the School at the age of seven. Her diagnosis was cerebral palsy, triplegia,⁵ and she used braces to help her walk. She remained thirteen years, took the regular academic course, and graduated from high school when she was twenty. Her school work was variable with grades ranging from good to poor. Her chief difficulty at the School over a period of years was lack of emotional control. This became so pronounced that she was sent for a psychiatric examination when she was seventeen years old. She was found by the psychiatrist to be a behavior problem.

5 Involvement of three extremities.

Jane, now thirty years old, impressed the writer as being an odd girl. She tended to lapse into long theoretical discussions about life and was vague in her general conversation. She is severely handicapped because she cannot go anywhere outside her home without using her crutches, and she is unable to climb stairs or get on buses. Her left hand is of little use to her at present.

During the first six years after Jane left the School she went through a period of discouragement, and her physical and mental condition became worse. In the past four years she has had surgery, psychiatric treatment, psychiatric case work help, and guidance by a counsellor at the State Division of Vocational Rehabilitation. The writer talked with this agency about Jane. She has been having physical restoration, an operation to give her better use of her hand, and will soon be ready to work in sheltered employment. Because of inability to use transportation facilities it may be necessary for her to be trained to do some work at home.

In the ten years that Jane has been out of School, she has had only a few weeks of work in sheltered employment and a brief unsuccessful training period in bookbinding. In 1947, arranged for her by the Division of Vocational Rehabilitation, at the Industrial School. Her work in this was so slow that her wages could not be justified. She has been completely dependent on her family for support.

Jane, who is the oldest of nine children, blames her parents for her psychological difficulties. Her mother did not permit her to play with other children and never let her go out of the house except to go to the School. In spite of this apparent over-protection, Jane did not receive any attention from anyone because her mother had too many children whom she had to tend. Her siblings did not want her with them and she stayed alone. In the past few years since she has had psychiatric help she has gained better understanding of herself and says her life is happier. She still stays alone much of the time but does help her mother with domestic duties, does all kinds of hand-work, reads extensively, and goes for a walk or to the movies if someone will accompany her. She has no friends but enjoys those of her sisters.

Jane values her education because she feels it is important for handicapped persons to be educated to be able to converse intelligently and prove to others they are not mentally disabled also. She enjoyed the School experience because it gave her a chance to get out of the home and

mix with other children with whom she could enjoy herself. She found that she could do things as well as other handicapped children, and this knowledge gave her self-confidence. She learned handwork at the School and says that this kept her from being entirely useless when she was unable to use her legs at all. Cooking and sewing learned there helped her in her present domestic duties. Jane wishes she might have had a course in psychology to have helped her make a better adjustment earlier in life.

Jane has never supported herself and until the past year or two she has made a poor social adjustment. It still cannot be considered other than fair because she is withdrawn and stays alone much of the time, and has no friends. Her disability has prevented extensive activity outside the home but would not account for her poor adjustment within the household. Jane's total education of twelve years has increased her self-esteem and has made her feel more secure with normal people. It has given her a good background for reading which takes up a large portion of her time. The School also provided social experiences for a child who was seclusive and withdrawn at home.

Poor parental attitudes causing emotional maladjustment seem to have been an important factor in this case. Six years of Jane's life were practically wasted, and might have been put to some useful purpose if she could have had help earlier with her psychological problems.

CASE 19

Mary Wisniewski, who was admitted to the School at the age of six, had a diagnosis of spastic paralysis, hemiplegia of the right arm and leg. She walked with an unsteady gait and her right hand was badly affected. Mary

attended the School for twelve years and graduated from high school at the age of seventeen. She took a general academic course, also typing, bookbinding, and printing. Her grades varied from good to poor, but she did good work in bookbinding and learned to type slowly with one hand. Mary's social and emotional adjustment was her greatest problem. A private family agency reported over a period of years that she was an unhappy child, hated herself, would not play but read all the time, did not want to go to school, and made a poor family adjustment.

Mary, who has been out of school for six years, is very severely disabled and for the past two years has been a bed invalid, unable to take care of herself at all. She is a thin, emaciated, morose girl of twenty-six and is totally helpless, not being able to even move herself around in the bed.

In 1944 her left arm and leg gradually became paralyzed and she has been hospitalized three times since then for nervous conditions. She saw a psychiatrist when she was in the hospital but did not have extended treatment. She has a private doctor who has told her, as have others, that she could do more if she really wanted to do so, and she believes this herself. She has never dared ask about her left side but does not think the condition is due to cerebral palsy.

After leaving school Mary looked for work unsuccessfully. She took voice training for a year and a half but did not do well at it. After a series of operations which did not improve her physical condition, she worked a year at home tying tags for a sheltered workshop. She found this work boring and was glad to give it up when she reentered the hospital. She has had no other work since leaving school. Mary has been known to several social agencies in past years, but none is working with her now.

The only activity possible for Mary now is reading and she does this continuously, including everything from light novels to the encyclopedia. She has special interest in psychology, sociology or medicine, and at various times in her life has wanted to be a nurse, social worker, or hospital technician. She derives little enjoyment from her several brothers and sisters except for occasional social talking. Until recently she did not want to see anyone from outside the household and has not kept in touch with any of her friends of her schooldays.

Mary says she is indebted to the Industrial School for

the basic education which she received. Without this she would be unable to enjoy such a variety of subjects in her reading today, and her life would be completely void of interests. She feels she might have had less difficulty with life if she could have had a course in psychology in high school to give her better understanding of herself and other people.

The writer feels that a current medical diagnosis is essential in order to evaluate Mary's adjustment, but permission could not be obtained to secure this. Whether the cause of her present condition of total invalidism is physical or emotional, the fact remains that she has made a poor adjustment economically, vocationally, socially, and psychologically. An education has been helpful to her, however. If she is to be a complete invalid, the value of being able to use her mind is most important, and the School has made a real contribution to whatever happiness she can obtain from reading.

The outstanding factor in this case is the important part that psychological factors have played in her total adjustment. When she was at the School there were many indications of emotional disturbances and today she openly says that these are one of her chief difficulties. It appears that they have definitely limited her opportunities for enjoying whatever might be possible within her physical or social capacities.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The economic and social adjustment of nineteen individuals with cerebral palsy who have attended the Industrial School for Crippled Children has been studied in this paper. An attempt has been made to determine the degree of economic adjustment achieved, as evidenced by the present employment status and degree of self-support. The degree of social adjustment has been evaluated on the basis of the general adjustment in the home and community, and has taken into account personal interests which have made the individual's life more satisfying.

From the results of these studies it is hoped that the Industrial School will be able to determine whether it was worthwhile to educate and train these individuals. The number of cases which have been studied is so small that it is doubtful that the findings which have resulted are of statistical value.

It has been found that ten individuals out of the total number of nineteen have been able to make an economic adjustment. Six persons are supporting themselves fully and four persons are partially self-supporting. Actually, nine of these individuals have made a good economic adjustment because they work full time and earn the regular wage in their respective positions. One person has made only a fair economic adjustment because he works only part time and does not fully support himself.

Six of the employed persons have been able to find work in the general employment field, three are working in sheltered employment, and one has self-employment.

Of these ten persons who are working, eight have made a good social adjustment to life, and two have made a fair adjustment.

In examining the cases of the individuals who are working it is found that five of them are slightly disabled, three have moderate disabilities, and two have severe disabilities. All but one of these persons had some type of vocational training at the Industrial School, and six of the ten have used, or are using, their academic or vocational training in gainful employment. Several others developed manual dexterity in their training at the School and this has helped them in their present work.

It also appears in six of these cases, according to statements of the individuals, that the Industrial School enabled them to have group experiences of the type in which they could mature socially and could develop self-assurance and self-confidence to facilitate better adjustment to society as they became adults. In a number of cases these experiences would otherwise have been denied them because of over-protecting attitudes on the part of the families. A number of persons felt that the basic education, exclusive of vocational training, had been an important factor in their work and in their general enjoyment of life.

The adjustment of one man was furthered by the guidance of a teacher after he left the School. One mother received advice from the teachers regarding the correct attitudes to assume toward her son and this was important in his later adjustment. One man was assisted by the School in finding his first job. In one case a young woman did not make a good adjustment until she had assistance from social agencies and the State Division of Vocational Rehabilitation.

The most outstanding factor affecting adjustment, outside of the contributions made by the School, was the good parental attitudes. In six of the ten cases these attitudes, which were such that they would make the child self-reliant and able to enjoy social experiences with other children, were voluntarily mentioned as having played an important part in their lives.

Although the remaining nine persons are not gainfully employed, one expects to go to work soon, and seven are performing useful tasks of some type in the home. One person is totally incapacitated. Two of this group have moderate handicaps and the remainder are severely disabled. Only three of these nine persons had vocational training at the Industrial School in addition to their academic training. Eight of these individuals are young women whose training in domestic arts has enabled all but one, who is totally disabled, to serve useful purposes to varying degrees in their homes. One young

woman has been instrumental in starting a publicly recognized group to help cerebral palsied persons. One young woman is able to work in her father's store.

Only three of the unemployed persons have made a good social adjustment, five have made a fair adjustment, and one is poorly adjusted. Possession of an education which has enabled them to read for recreation and broader interests has meant much to them because they are limited in the type of social activities they can undertake.

It is interesting to note that several of these persons voluntarily described poor parental attitudes, such as over-protection or lack of stimulation for participation with other children, as having been negative factors in their development. In five cases it appears that the School experience helped neutralize these attitudes, and aided these persons to mature socially and to become more self-confident generally.

The most outstanding factor noted in this group was the emotional attitudes of the individuals. Five of them have been discouraged and unhappy because of their limitations and inability to develop more satisfying interests. In four of the cases poor emotional adjustment was noted while they were at the School, indicating maladjustment over a period of years.

It appears, therefore, that in the group of individuals who have made an economic adjustment a major factor was the degree of handicap involved. Another important factor appears

to have been that they received their vocational training at the Industrial School and this training prepared them for their work in later life. The School experience in general prepared them for a better total adjustment to life. Favorable attitudes on the part of the parents seemed to have played a large part in the total adjustment, also.

In the group of those who are not working the degree of handicap has been found to be more severe. They did not receive specific vocational training to any extent at the Industrial School. Attitudes of more of the parents in this group were unfavorable. Emotional problems were evident in five persons and seemed to have prevented them from making the most of the opportunities available to them within their limitations.

In considering both groups as a whole it was seen that nearly all of the persons who took academic instruction said that they had derived value from having a basic education which helped them develop personal satisfactions, varying from intellectual interests in reading to enjoyment of broader interests in general. It has been found in a number of instances that special guidance and encouragement by interested instructors at the School, or help from social agencies of the State Division of Rehabilitation, has helped these persons make a better adjustment. Speech therapy and physical therapy have been mentioned by several individuals as having been helpful to them in improving control and hence making social participation easier and more comfortable.

In conclusion, the writer feels that this study has shown that it was worthwhile for the Industrial School to undertake to train and educate these individuals. Those who had slight or moderate handicaps and who received specialized training have become useful, self-supporting citizens to a large extent. Those with severe disabilities, with one exception, are useful to some degree in their homes, and their ability to be of use is seemingly related to the training and general educational experience at the School. All of the individuals, without exception, have been enabled to lead happier, more satisfying lives through having had an education, which improved their enjoyment of life, or through their training, which has enabled them to work.

RECOMMENDATIONS

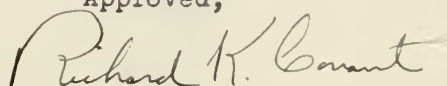
In examining the case studies of individuals who have made a poor economic adjustment, the writer raises a few questions for consideration. The vocational possibilities seem to be very limited for many cerebral palsied persons, yet guidance, selective training, and selective placement can often help these individuals find a niche in the employment world. Could these individuals have been helped to attain some form of economic adjustment if they had been referred to some agency, such as the State Division of Vocational Rehabilitation, immediately upon completion of their education at the School?

A number of these persons exhibited emotional difficulties while at the School. These difficulties were not suffi-

ciently disturbing to constitute a real problem in school yet they seem to have affected the total adjustment in later life. Would it have been possible to have referred these children to a psychiatric clinic for help during their formative and developmental years?

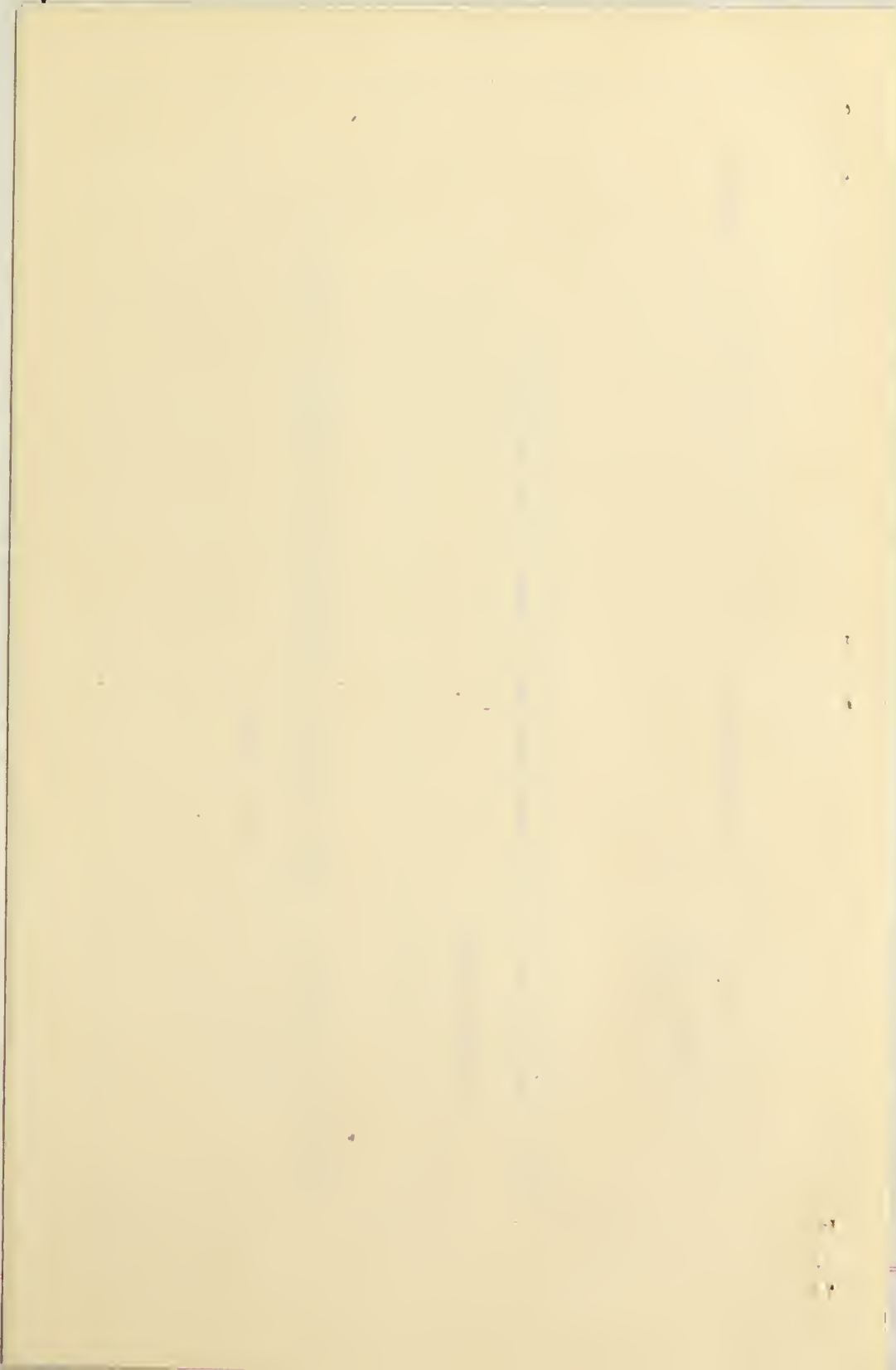
It has been found that parental attitudes have seemed to play a large part in the total adjustment of the individuals. In instances where there was evidence during school years that these attitudes were unfavorable to the best interests of the development of the child, could more work have been done with the parents in helping them to develop more constructive attitudes, or could the parents have been referred to social agencies or psychiatric clinics for help?

Approved,

A handwritten signature in dark ink, appearing to read "Richard K. Conant". The signature is fluid and cursive, with the first name "Richard" being more prominent.

Richard K. Conant
Dean

APPENDIX

SCHEDULE

INFORMATION FROM SCHOOL RECORDS

I. Identifying data:

Name _____	Date of birth _____
Address _____	Race _____
City _____	Sex _____
	Marital status _____
	Religion _____

II. Medical diagnosis _____

A. Special medical and physical problems noted _____

B. Medical examiner's recommendation for acceptance at
School _____

C. Physical therapy program _____

D. Other treatment _____

III. Educational data:

A. Age entered school _____ Mentality _____

B. Grade entered _____ Grade completed _____

C. Number of years attended _____

D. Type of course _____

E. Other special courses _____

F. General academic standing _____

G. Reason for leaving school _____

IV. Special problems noted in general adjustment:

INFORMATION SECURED BY PERSONAL INTERVIEW

V. Description of individual:

VI. Physical limitations while at ISCC?

At present?

Walking

Speech

Writing

Use of hands

Visual defects

Hearing defects

Grimacing

Other

VII. Medical care & physical therapy since leaving school?

VIII. Other educational or vocational training received before
or since attendance at ISCC?

IX. Social agencies interested?

X. Employment

- A. Are you employed at present?
- B. What kind of a job?
- C. How long has this job been held?
- D. Full time or part time?
- E. Weekly earnings? (Optional)
- F. To what extent does this job support you?
- G. Do you like or dislike your work? Why?
- H. Describe other jobs held since leaving school, indicating to what degree earnings from these gave support and economic independence, and the reason for leaving them.

XI. If unemployed, what is your economic situation?

XII. Composition of the family:

A. While attending ISCO?

B. At present

XIII. Activities carried on at home (not gainful employment):

A. Responsibilities and duties in the care of the home?

B. Recreation with other members of the family?

C. Recreation or activities carried on alone?

D. Hobbies?

E. Number of friends who visit weekly?

XIV. Activities carried on outside the home:

A. Church attendance and activities?

B. Clubs?

C. Movies?

D. Sports participation or spectator attendance?

E. Number of friends whom ^{you} visit weekly?

F. Other?

XV. Do you think that attendance at the ISCC was helpful to you?

In what way?

XVI. Could the school program have been more helpful?

In what way?

XVII. Attitudes toward present situation and illness, and the factors related to these:

XVIII. Workers' impressions:

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